

## Menu of Possible Interventions for English Language Learners Guidance, Practices, Programs, Strategies and Resources

- Examine core instruction/method of instructional delivery to ensure that it is meeting the needs of ELLs
- Evaluate the English language development program and staffing to ensure that it is meeting the needs of ELLs
- Examine supplemental programming to ensure it is appropriate for ELLs
- Implement Response to Instruction/Intervention (RtI<sup>2</sup>) or a multi-tiered system of support (MTSS)
- Extend the school day or school year using data to guide your focus
- Implement explicit school wide vocabulary development
- Implement district-wide sheltered instruction methods
- Develop opportunities for parent involvement
- Encourage students to get involved in extracurricular school activities/organizations
- Thematic unit planning and supplemental instruction that is tied to the core instruction is beneficial for ELLs
- Computer-based interventions should be used with caution

<http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

### Reading:

1. ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.
2. K-12 classrooms across the nation must increase opportunities for ELLs to develop sophisticated vocabulary knowledge.
3. Reading instruction in K-12 classrooms must equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
4. Instruction and intervention to promote ELLs' reading fluency must focus on vocabulary and increased exposure to print.
5. In all K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk.
6. Independent reading is only beneficial when it is structured and purposeful, and there is a good reader-text match.

### Math:

1. ELLs need early explicit and intensive instruction and intervention in basic mathematics concepts and skill.
2. Academic language is as central to mathematics as it is to other academic areas. It is a significant source of difficulty for many ELLs who struggle with mathematics.
3. ELLs need academic language support to understand and solve the word problems that are often used for mathematics assessment and instruction.

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[http://prime.wceruw.org/PRIMEinventory/PRIME\\_Inventory\\_for\\_teachers.pdf](http://prime.wceruw.org/PRIMEinventory/PRIME_Inventory_for_teachers.pdf)

<http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

<http://www.ascd.org/ascd-express/vol7/717-haggart.aspx>

RTI for Diverse Learners: More Than 200 Instructional Interventions, Catherine Collier (ISBN 1412971624)